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ABSTRACT

Proceedings of a regional Parent Involvement Network teleconference in which nine citites in the Southwest Educational Development Laboratory's (SEDL) five-state region (Texas, Louisiana, Arkansas, New Mexico, and Oklahoma) plus Lincoln, Nebraska, participated are highlighted in this summary report. Participants from each state reported on concerns unique to that state, and the SEDL representative discussed future SEDL activities, with a focus on partnership development. Some concerns common to the states include funding, changing attitudes, clarifying and expanding parent roles, and enhancing statewide and community support. Also included are a list of participants, statements of critical issues, lists of parent involvement contacts in each state, and informational forms for identifying parent involvement programs. (LMI)

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Parent-Involvement Update

From Southwest Educational Development Laboratory

Volume 1, No. 1 June, 1986

A REPORT TO THE NETWORK AND A REQUEST FOR ASSISTANCE

by Renato Espinoza

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Parent-Involvement Update

From Southwest Educational Development Laboratory

Volume 1, No. 1 **June, 1986**

A REPORT TO THE NETWORK AND A REQUEST FOR ASSISTANCE

by Renato Espinoza

Dear Colleague:

In this first issue of what we expect to be a series of reports to you, we are happy to present the summary report on SEDL's first regional Parent Involvement Network teleconference held May 15, 1986. We have received the revised lists or statements of critical issues and concerns from most of the groups assembled at various ports and these materials are attached to the main report.

Also appended to the summary report are complete lists of parent involvement contacts in each of the five states. These lists are coded to indicate participation in the state meeting and/or teleconference.

In order to complete the SEDL regional network files, we are enclosing a short form (ivory) for you to confirm your name, title, agency, address, and telephone number(s), and to add a few items, as applicable, relating to your agency, organization or association. Please complete the form and mail it back to us in the enclosed postage paid envelope.

If there are others in your organization or elsewhere that you know are interested in the area of parent involvement in education and would be interested in being part of this network, please ask them to complete a copy of the form.

As follow up to one clear recommendation from the meetings--the need to identify and locate parent involvement training resources, including programs, people, and materials that members of the network can have access to--the network is calling for your help. You can assist by identifying programs, individuals, and training materials for parent involvement that have been used by you, your organization, or any of the programs with which you have contact.

SEDL

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Here at SEDL, our search for possible resources will continue. In particular, the focus will be on parent involvement at teacher training colleges and other institutions of higher education in the region as well as resources from outside the region.

The attached forms, (blue for programs, green for materials, and buff for resource persons) can be reproduced as needed. In the case of training materials, please include them even if they were not published or developed by a person or agency within the region.

With your responses, and information from our search efforts, we will compile a Regional Resource Directory of Parent Involvement Training. This Resource Directory will contribute to the effectiveness of network members' efforts aimed at improving parent involvement programs and practices in the region.

Best wishes for success in all of your endeavors and our continued networking collaboration.

SUMMARY REPORT TO THE NETWORK
PARENT INVOLVEMENT REGIONAL AUDIO TELECONFERENCE
May 15, 1986
Prepared by Renato Espinoza

SEDL's first Regional Audio Teleconference on Parent Involvement Networks was convened by Maggie Rivas promptly at 10:00 a.m. Nine cities in our five-state region and Lincoln, Nebraska were represented. They were: Austin, TX; Dallas, TX; Baton Rouge, LA; Santa Fe, NM; Albuquerque, NM; Oklahoma City, OK; Tulsa, OK; Sapulpa, OK; and Little Rock, AR.

Following a roll call and participant introductions, Dr. Preston Kronkosky, Executive Director of the Southwest Educational Development Laboratory gave the following opening remarks:

> "I welcome you to SEDL's first audio teleconference on Parent Involvement Networks in the five-state region served by SEDL as a regional educational laboratory.
>
> At this time, we bring together educators, representatives from professional associations and parents groups to exchange information and discuss critical issues relative to parental involvement in education.
>
> This audio teleconference represents an opportunity to learn from our colleagues and to expand our awareness of parent involvement endeavors and issues in Arkansas, Louisiana, New Mexico, Oklahoma and Texas.
>
> SEDL's goal is to assist you in expanding both your knowledge base and personal contacts as you work to strengthen the role of parents in education. Like you, we consider parent involvement to be a source of virtually unlimited potential for educational productivity.
>
> Similarly, from the point of view of the parents, involvement in their children's education is both a basic right and a basic responsibility.
>
> SEDL thus invites you to take full advantage of this teleconference and we look forward to our continuing collaboration with you on this important topic."

Following Preston Kronkosky's welcome, a "reporter" at each site, selected during each of the preceding state meetings summarized key issues and concerns relative to parent involvement in his/her particular state.

Deborah McAfee, speaking from Little Rock, Arkansas listed the following major parent involvement concerns in the state:

a. Need to focus more attention on the potential contributions of volunteers more in public schools, especially retired people who may not have children in the schools but who have time and skills

to contribute. This is a major emphasis with its project Apple (Arkansas Parents Partners in Learning and Education.

b. Need to better clarify the roles that parents can play in the classrooms and schools. Careful communication with parents regarding the expectations that school administrators and teachers have of them is of a vital concern.

c. Need to target more programs and efforts toward children in grades 7 through 12 since few are directed at this age group, yet it is the population wherein some of the most pressing social problems begin--teen age pregnancy, substance abuse, and dropping out or "falling off" the educational system.

d. Need for a clear, open door policy in regard to parents which makes parents feel welcome to schools providing them with positive experiences which convey that their presence and contributions are appreciated.

e. Need for a "What Works" checklist for working with parents which includes articulated strategies that are most likely to attract parents and keep them interested as well as motivated to participate in the educational process.

Jan Drinkwater, speaking from Baton Rouge, Louisiana, listed the following issues:

a. Need for re-vitalizing some of the parent involvement efforts and programs that have become stale. Schools in Louisiana are slowly changing the practices that had the effect of leaving parents out of the educational process.

b. Need for educators to tap every available resource as a means of helping make up for the grave fiscal crisis that the oil states are experiencing. Parents--their energy and interest--are the single largest untapped resource, yet they are vastly underutilized.

c. Need for the legislature to address parent involvement which is in addition to the 1983 Louisiana Board of Education approved policies that require districts to implement parent involvement programs and for increased personnel, to monitor districts so that they will not be threatened with loss of funds for non-compliance with these policies.

d. Need to maintain state-level parental and community involvement projects.

e. Need to decrease educator resistence to parental involvement in schools which mainly seems to stem from the fear of loss of control and a lack of educator training in methods and skills for working with parents and members of the community.

f. Need for better media coverage on achievements and positive contributions of the majority of the students, teachers and parents as a means of reducing the general suffering education experiences from media sensationalization of negative events such as school violence, drug/substance abuse, etc.

Becky Davis, reporting from Santa Fe, New Mexico, listed the following main issues and concerns:

a. Need of more opportunities for state-level meetings around this very important topic and a need for constant communicating among the various parent involvement organizations.

b. Need for broader communications which involve sharing information about research, programs, and models that can be used by others dealing with the same parent involvement problems.

c. Need to enlist more parent involvement/support in combating the high dropout rate, teenage pregnancy, and substance abuse.

d. Need for effective strategies to deal with the above concerns such as concerns increased networking training, improving organizational skills, identifying alternative funding sources, and changing attitudes for the various people concerned with the involvement of parents in the educational process.

Gina Gonzalez-Young, reporting from Albuquerque, added the following issues to the New Mexico concerns:

a. Need to find alternative funding sources for working with parents due to funding cuts.

b. Need for a clear commitment on the part of school personnel to the full implementation of whatever programs they adopt, and the need for school personnel need to fully support parent involvement programs.

c. Need for stressing the importance of sharing materials among various programs and organizations within the state.

Juana Head reporting from Oklahoma City, Oklahoma made the following points:

a. Need to find alternative sources of funding to operate parent involvement programs due to challenges presented by Oklahoma legislative issues and fudning cuts.

b. Need to make up for scarcity of funds by increasing the sharing of information about what works, including curriculum exchanges that avoid unnecessary development costs in producing materials that are already available. (avoid "re-inventing-the-wheel")

c. Need to work more effectively with single parent families particularly in Oklahoma.

d. Need for teachers and program administrators to get more rapid responses to their requests for help, information or materials regarding parent involvement.

e. Need to train teachers to work with parents and to train parents to work with teachers as well.

The parent involvement concerns from Texas were relayed by Bill Pounds, who spoke from Austin.

a. Need to change attitudes on the part of teachers and other administrators with respect to the importance of parental involvement using an appropriate strategy of effecting changes in the way teachers and administrators are trained by the institutions of higher education(pre-service training)

b. Need to distinguish between participation and involvement which indicates that there is a difference in intensity and quality between the two concepts.

c. Need to pay more attention to junior high and high school as one place where efforts to involve parents are not systematic. Although there is parental involvement in non-academic areas, such as the many "booster clubs" organized to support athletic teams, bands, and other extra-curricular activities, this involvement needs to be broadened to academic areas as well.

d. Need for greater flexibility on the part of the business community, or employers in general, in allowing parents time for school activities taking place during the normal work hours.

e. There is a need to work with/on decision-makers, because they have the power to write policy that defines a stronger role for parents, especially decision-makers at the local level include School Boards that can enact policies for their administrators to implement. For example, the Texas Legislature, which mandates reforms that are further refined by the State School Board. The Texas Education Agency is currently working on long term goals for the state that include parental and community involvement as a key component.

Following the reports from each state, a lively exchange ensued, moderated by Maria Garza-Lubeck from SEDL in Austin. An Arkansas participant requested further information and materials about monitoring compliance that had been mentioned earlier by a Louisiana participant.

An Oklahoma participant asked an Arkansas participant how to get the Governor's office involved in promoting parental involvement.

Santa Fe participants wanted to know about Arkansas' Project APPLE.

The available remaining time did not permit further questions. However, all participants were informed that they would be sent a participant list with addresses to enable continued communication. Next,

SEDL's Nancy Chavkin requested participant action and follow-up activities which included:

a. To review the critical issues of each state and make appropriate additions, deletions, summaries, etc.
b. To briefly brainstorm possible recommendations and strategies suitable for implementation by the various organizations, associations and agencies that participated in each state conference.

c. To summarize revisions and recommendations, make a copy, and send this to SEDL which in turn will compile and incorporate these into the regional report. A copy of this regional audio-teleconference report will be sent to each participant.

d. The participants were asked to complete the evaluation forms and send them back to SEDL along with the other materials as soon as possible.

Nancy Chavkin discussed plans for work in future SEDL activities, including the development of a Resource Directory for trainers on the topic of parent involvement in education. The Resource Directory will tentatively include (a) information on recent research and development efforts in the region and the nation; (b) descriptions of selected programs in the various states of the region; (c) training programs and materials for parent involvement; and (d) parent involvement training and technical assistance resource persons, agencies, and institutions in the region and the nation.

Renato Espinoza (SEDL), elaborated upon the institution's next steps. He stated that the activities Nancy Chavkin described are designed primarily to support SEDL staff in its technical assistance to the various state-level networks and organizations already identified, plus any others that may be identified in the future. Also, during the next four quarters, that is, at least until May of 1987, Renato Espinoza and David Williams will continue to maintain contact with the regional network that has emerged from the state meetings.

Espinoza stressed that the principal ways in which SEDL can enter in partnership relationships with the organizations, agencies and associations in the five states are as follows:

First, as the Regional Educational Laboratory for the Southwest, SEDL is committed to preparing a quarterly update on the general topic of parental involvement in education. Some of the needs and concerns identified in the course of each of the state meetings will be used as a starting point.

Second, the specific format for these quarterly updates is something that will have to be worked out jointly with the network, and with the advice from SEDL's Programmatic Theme Planning Team (PTPT), which is composed of people from organizations and agencies having a stake in forging partnerships between schools, parents, businesses, and communities representing each of the five states.

Third, judging from some preliminary conversations with several network participants, it appears that the updates will be primarily in print form, suitable to be reproduced and/or incorporated into some of the regular publications produced by various groups. Fourth, SEDL is also committed to pursuing and promoting the use of the ELECTRIC PAGES, a computer-based information utility, to which some network members already have access. SEDL staff are currently working on the development and enhancement of sEDL's use of this computer-based telecommunications media.

Fifth, in addition to the quarterly updates on parental involvement topics SEDL is interested in working in partnerships with one or more state agencies and organizations on specific projects of mutual interest.

Finally, SEDL will be the main channel through which relevant information and materials will be disseminated from the U.S. Department of Education's Office of Educational Research and Improvement, and from other Regional Laboratories and Research and Development Centers.

David Williams, who joined the teleconference from Lincoln, Nebraska, made the following points in closing:

> "I am excited about this audio teleconference because I see it as a precursor to increased parent involvement networking within and between the states in SEDL's region. Appreciation is extended to all of you for your participation.
>
> I would like to reiterate the importance of having parents involved in all levels of children's education as well as the educational process. Parents must be seen as a source of a multitude of resources and not just the typical activities commonly associated with parent participation in education.
>
> It is important to reinforce with each of you the principle that effective parent involvement means educators and parents working as partners to improve schools and education. This will require new and/or different approaches to parent involvement as well as new attitudes, skills and knowledge on the part of parents and educators. One way to best accomplish this is to provide additional training for educators and parents.
>
> We look forward to working with you in efforts aimed at improving education through the increased involvement of parents as partners to educators. The maintenance and extension of the networking efforts SEDL and you have begun will be an important step in classroom, school, and educational improvement efforts. Thank you for working with us."

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Deborah McAfee
Billie Ann Myers
Robert Morrow
Tommy Venter
Glenda Peyton

Louisiana

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Jan Drinkwater
Deborah Ephrom
Mary Louise Jones
D. G. Joseph
Shirley Williams
Sylvester Williams

New Mexico

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Octaviano Garcia
Gina Gonzalez-Young
Mary Lee Martin
Kathy Wilcutt
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Gaye Ezzell
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*(Speaking from Lincoln, Nebraska)

CRITICAL ISSUES AND CONCERNS REGARDING PARENT INVOLVEMENT IN EDUCATION

Little Rock, Arkansas
May 15, 1986

The following is a restatement of the critical issues that the Little Rock participants elaborated following the regional teleconference on May 15, 1986.

I. Educational Personnel/Administrators

A. Planning, Policies and Procedures

1. (Clarify purpose and objectives of parent involvement.)*

2. All issues need to keep in mind the work load of the teacher and not overburden with increased paper work.

3. Parental involvement will have to be developed by those involved, not the administration which says "do it."

4. Do not limit involvement to parents; let any interested volunteer help the schools.

5. Coordination of parent activities across program lines within school districts--would provide better use of time--would provide an inschool network and probably bring in more parents.

6. Establish some common goals on which the two groups can start their work.

7. Design strategies that are most likely to work--not duplicate past failed attempts.

B. Promotion

1. We need strategies for training professionals to work in tandem with parents within parent/professional partnerships.

2. Behavior/attitudes of school personnel in response to attempts at parent involvement.

3. Overcome staff resistance.

4. Educating the parent, the teacher and the administrator to the importance of each to a sound education.

5. Developing an attitude of trust among parent and education groups.

*Parenthesis around a statement will indicate that it is a secondary function.

6. We need to look at:

   - getting information to the parents as to how they can be involved in a positive way.

   - letting parents know we want and need them to help with their children's education.

C. Training

1. Teacher and administrator preservice training on working with parents.

2. Inservice for teachers and administrators on working with parents.

II. Parents/Volunteers

A. Planning, Policies and Procedures

1. We need strategies for reaching parents to educate them to their roles, responsibilities and opportunities as partners in the education of their children.

2. Clarify purpose and objectives of parent involvement.

3. Develop a system that is responsive to individual needs of parents.

4. (Parental involvement will have to be developed by those involved, not the administration which says, "do it.")*

5. Establish some common goals on which the two groups can start their work.

6. Identify the parents who <u>are</u> involved.

7. Design strategies that are most likely to work--not duplicate past failed attempts.

B. Promotion

1. How to get the parents of students who need support to become more involved; presently the involved parents are parents of upper students.

2. We need to focus on more involvement in upper grades 7-12.

3. Getting uninvolved parents involved.

4. Educating the parent, the teacher and the administrator to the importance of each to a sound education.

5. Developing an attitude of trust among parents and education groups.

6. Identify the parents who <u>are</u> involved.

7. Pass out information to each "parent" group we have already identified.

C. Training

1. Reducing the dependency on the professionals in child and education.

2. Dissemination of information on successful methods to recruit or involve parents--especially the hard to reach or high risk ones.

3. The need to give parents opportunities that reflect their interests, abilities and circumstances.

CRITICAL ISSUES AND CONCERNS REGARDING PARENT INVOLVEMENT IN EDUCATION

Oklahoma City, Oklahoma
May 15, 1986

The following is the restatement of the critical issues that the Oklahoma City participants elaborated following the regional teleconference on May 15, 1986.

1. Dealing with funding cuts and seeking alternate funding sources, especially for parent involvement programs.

2. Gaining commitment at all levels (state, district, school and classroom) as well as establishing and maintaining good working relationships within the profession.

3. Increasing the sharing of successful strategies (i.e., information about what works).

4. Both administrators and teachers need staff development training to work effectively with parents.

5. Pre-service teachers need training in working with parents.

6. Parents need information and training to assist them in becoming more involved in education and schools.

7. Increased information exchange, especially culturally sensitive materials for dealing with all groups and parents represented in the classroom.

8. Special emphasis on working with single parents.

9. A Parent Involvement Resource Directory.

CRITICAL ISSUES AND CONCERNS REGARDING PARENT INVOLVEMENT IN EDUCATION

Austin, Texas
May 15, 1986

The following is the restatement of the critical issues that the Austin participants elaborated following the regional teleconference on May 15, 1986

1. FUNDING. The concern about funding for parent involvement activities and programs included:

   a. The awareness that some of the traditional sources of funding are on a steady decline, especially federal programs

   b. The need to find alternative sources of funding, in particular at the state, city, and local community levels, and

   c. The need to perceive and to communicate to others that expenditures in parent involvement personnel and activities must be seen by school boards and administrators as an investment that, when properly managed, returns many times its original value. This return can be measured in terms of number of hours of volunteer's time, in-kind and financial contributions from businesses and other community groups, and one-on-one time between children and other adults, whether they are their own parents, siblings, other relatives, or other community volunteers, such as mothers who stay at home, retired persons, and senior citizens.

2. ATTITUDES. Perceptions and expectations that parents, teachers, and administrators have of each other were identified as one the main barriers that prevent meaningful parental involvement. There was consensus on the following strategies as ways to achieve clarity and unity of purpose among all concerned:

   a. Better training of future teachers and administrators on the theory and practice of parent and community involvement on the part of teacher training institutions

   b. Better in-service training of teachers and administrators on practical approaches to working with parents and community

   c. Training of parents and other volunteers so that their roles and functions are performed in harmony with the educational goals of teachers and schools in general d. Making parental involvement a two-way process between home and school

3. CONTINUITY. Parental involvement must be a continuing effort, rather than a one-time event. For this to happen, it is important to understand that there are various roles and levels of involvement, and that not all parents are interested, motivated, or necessarily qualified for each and every one of these roles. Therefore, it is necessary to ensure that parent involvement programs include:

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a. A variety of roles and opportunities, each with clearly defined time frames and levels of commitment, from which parents can choose what they can and are able to do

b. The opportunity for any parent to get trained for a role for which he or she may not be prepared today

c. A clear commitment, in the form of written policies and procedures, designed to promote and facilitate the involvement of parents in meaningful roles at all levels

d. Continued support over time from administrators for the implementation of programs that often take more than one year to fully implement

e. The extension of interest and effort to implement parent involvement programs in secondary schools, a time when pre-teens and teenagers need the greatest degree of support and yet both parents and children seem to be most reluctant to doing it.

4. THE COMMUNITY. Parental involvement is closely associated with involvement from the community at large. Support for the schools and educators is critical when only one out of four taxpayers does not currently have a child in the public schools. Therefore, educators must:

a. Improve their public and community relations efforts to counteract the mostly negative press coverage of schools and education

b. Actively pursue the collaboration of business and other employers, and then recognize and reward them for collaborating with schools in special projects, partnerships, adopt-a-school programs, etc.

c. Encourage businesses and other large employers to be flexible in facilitating the involvement of their employees, and in particular working parents, in their childrens schools and education in general.

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Code: 1 Attended state-level meeting
2 Could not attend state-level meeting
3 Participated in teleconference

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2 Mr. Terrell Goode
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College of Education
Louisiana State University
Baton Rouge, Louisiana 70803

2 Mr. Victor Gordon
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1331 Kerlerec Street
McDongh School #35
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2 Mr. Arthur Greene
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Association
P. O. Box 80459
Baton Rouge, Louisiana 70898

2 Mr. Vic Hodgkins
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2,3 Dr. D. G. Joseph
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Louisiana State Department of
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Director
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2 Mrs. Bennie McKay
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Rayville, Louisiana 71269

2 Dr. Richard Musemeche
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Baton Rouge, Louisiana 70803

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2 Mr. Rex C. Pearce
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P. O. Box 65361
Baton Rouge, Louisiana 70896

2 Mr. James Prescott
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Baton Rouge, Louisiana 70898

2 Mr. John Rice, Jr.
Catholic Archdiocese School Board
7887 Walmsley Avenue
New Orleans, Louisiana 70125

2 Mr. Jesse Spears
Louisiana Association of
Educators
P. O. Box 479
Baton Rouge, Louisiana 70821

2 Ms. Willia Stone
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631 Main Street
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1,3 Ms. Shirley Williams
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Baton Rouge, Louisiana 70821

1,3 Mr. Sylvester B. Williams
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Zachary, Louisiana 70791

2 Ms. Mary Wade
Louisiana State Department of
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Baton Rouge, Louisiana 70804

Code: 1 Attended state-level meeting
2 Could not attend state level meeting
3 Participated in teleconference

NEW MEXICO PARENT INVOLVEMENT NETWORKS:
STATE-LEVEL MEETING PARTICIPANTS
REGIONAL AUDIO-TELECONFERENCE PARTICIPANTS

1 Polly Arango
Parents Reaching Out
1127 University N.E.
Albuquerque, NM 87102

2 Carlos Atencio
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P.O. Box 70
Cuba, NM 87013

2 Debra Baca
Youth Development Incorporated
1710 Centro Familiar SW
Albuquerque, NM 87105

2 Julian Baca
Albuquerque Public Schools
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Albuquerque, NM 87125

2 Esequiel Benavidez
State Department of Education
Education Building
Santa Fe, NM 87503

1 Jerry Brown
Program Specialist
Multicultural Education Center
College of Education
University of New Mexico
Albuquerque, NM 87131

2 Mildred Corbett
President NM PTA
200 W. Chisum
Roswell, NM 88201

1,3 Becky Davis
New Mexico State Department of Education
Education Building
Santa Fe, NM 87501

1 Margaret Elliston
Acting Director
Governor's Office of Children and Youth
State Capitol Bldg.
Santa Fe, NM 87503

1 Stephanie Farrow
Parent Craft
4401 C Lomas N.E.
Albuquerque, NM 87110

1 Aileen Garcia
Santa Fe Tech School
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1,3 Octaviano Garcia
Cuba ISD
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Cuba, NM 87013

1,3 Gina Gonzalez-Young
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Albuquerque, NM 87296

2 Gus Keene
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Zuni, New Mexico 87327

1 Dr. Roger Kroth, Director
Manzanita Center
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2 Abel McBride
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Executive Director
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2 Pauline Martinez
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Albuquerque, NM 87120

2 Ms. Toni Martorelli
Governor's Office of Children and Youth
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Santa Fe, NM 87503

2 Mr. James Odle
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2 Laine Renfro
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1 Dr. Frank Sanchez
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2 Dr. Ernie Stapleton
New Mexico Association of Elementary School Principals
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Albuquerque, NM 87131

1 Dr. Richard Tonigan
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Onate Hall 214
University of New Mexico
Albuquerque, NM 87131

2 Mr. Tomas Villarreal
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2 Dan Whatley
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1,3 Kathy Willcutt
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2,3 Dr. Don Wood
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Code: 1 Attended state-level meeting
2 Could not attend state-level meeting
3 Participated in teleconference

OKLAHOMA PARENT INVOLVEMENT NETWORKS:
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1,3 Ms. Marilyn Adkinson
AFT
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1,3 Mr. Bobby J. Alfred
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3 Ms. Carole Butler
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9810 East 42nd Street
Suite 211
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1 Ms. Pat Crist
Director, Research & Data Services
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2500 North Lincoln
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1,3 Dr. Carl Downing
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Oklahoma Council for Indian Education
Central State University
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Edmond, Oklahoma 73034
(405) 341-2980

1,3 Ms. Gaye Ezzell
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State Department of Education
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1 Ms. Sandy Garrett
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Business/Community Resources
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(918) 745-6476

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(405) 272-5554

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1 Ms. Rosa Winfree
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(704) 376-0122 Ext. 73

Code: 1 Attended state-level meeting
2 Could not attend state-level meeting
3 Participated in teleconference

TEXAS PARENT INVOLVEMENT NETWORKS:
STATE-LEVEL MEETING PARTICIPANTS
REGIONAL AUDIO-TELECONFERENCE PARTICIPANTS

1,3 Jerry Blake, Volunteer Coordinator
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13416 FM 2769
Austin, TX 78726
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2 Roy Dan Bristow, Director
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1 Brad Duggan, Executive Director
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1 Dr. Gonzalo Garza
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512/452-8411

2 Carolyn Glaspie, Treasurer
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2 Linda Hanson, President
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3 Vianne Huff
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3 Sandra Julien, President-Elect
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1 Karen Miller, Board Member
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3 Rosemary Morice, President
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Texas Federation of Teachers
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512/474-1424

1,3 Bill Pounds, Education Specialist
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Mary Tippin, President
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408 West 11th Street
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3 Cathy Quinn, Publications Editor
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2 Dr. Maria Rivas, Assistant Professor
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2 Joe Seale, Executive Director
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3 Blanca Williams, Special Projects Associate I
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Austin, Texas 78712
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Code: 1 Attended state-level meeting
2 Could not attend state-level meeting
3 Participated in teleconference

PARENT INVOLVEMENT REGIONAL NETWORK
MEMBER'S BASIC INFORMATION

Name: Dr. David Bell Mr\Ms.?(Dr.)

Title:

Organization: Arkansas Association of Teacher Educators

Address:3010 Kay

City, State, & Zip: Batesville, AR 71501

Telephone(s): 501 / 793-9813

****

Organization's Goals:_____

_____

_____

_____

_____

Organization's membership/clients:_____

_____

_____

_____

Organization's communications media (if any)

Name of publication:_____

Name of Editor:_____

Address (if different):_____

_____

Meetings/Conventions/Workshops:

Annual meeting held during (month/season)_____

Other meetings:_____

_____

_____

TRAINING PROGRAMS FOR TEACHERS/ADMINISTRATORS
IN PARENT INVOLVEMENT
INFORMATION FORM

Program name: _____

Address: _____

_____

Sponsoring Agency/organization: _____

_____

Brief Description: _____

_____

_____

_____

Schedule: ___hours per day___week___month Other:_____

_____

No. of credit hours/CEU's: _____

Frequency: (How often is training offered, and when--e.g.
weekly, monthly, annual, summer, on demand, etc.)

_____

Eligibility Requirements: _____

_____

Cost: _____

_____

For registration or additional information contact:

Name: _____

Title: _____

Address: _____

_____

Telephone(s):_____/_____ _____

PARENT INVOLVEMENT TRAINING MATERIAL
INFORMATION FORM

Title: _____

Author(s): _____

Publisher: _____

Date of Publication: _____

Target Audience: _____

Description: _____

_____

_____

_____

_____

Are there evaluation data available? Yes____ No____

Where? _____

_____

Implementation/use requirements: _____

_____

_____

Cost: _____

Pre-requisite materials, support services, etc.

_____

TO ORDER OR REQUEST ADDITIONAL INFORMATION CONTACT:

Name: _____

Title: _____

Agency/organization: _____

Address: _____

City, state, and Zip: _____

Telephone(s): _____/_____ _____

TEACHERS'/ADMINISTRATORS' TRAINING
IN PARENTAL INVOLVEMENT
RESOURCE PERSON INFORMATION FORM

Name: _____

Title: _____

Organization: _____

Address: _____

_____

Telephone Number(s):_____/_____ _____

Please briefly describe the nature of parent involvement training you can provide teachers, administrators, and/or parents.

_____

_____

_____

_____

Please check the specific roles you may assume in regard to serving as a resource person to educators and parents

Roles:

Presenter/lecturer/instructor ( )
workshop leader ( )
workshop facilitator ( )
consultant ( )
observer ( )
evaluator ( )
monitor ( )
Other _____

Please identify any restrictions/qualifications in regard to the availability of your services, such as fees, per diem, preferred travel, distance and/or length restrictions, times of week, month or year, etc.

Prior authorization from agency_____
Expenses only_____ Professional Fee_____
In-town only_____ In-state only_____
no overnight_____evenings only_____weekdays only_____
weekends only_____Summer/holidays only_____
Other:_____

_____

TEACHERS'/ADMINISTRATORS' TRAINING
IN PARENTAL INVOLVEMENT
RESOURCE PERSON INFORMATION FORM

Name: _____

Title: _____

Organization: _____

Address: _____

_____

Telephone Number(s):_____/_____ _____

Please briefly describe the nature of parent involvement training you can provide teachers, administrators, and/or parents.

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Please check the specific roles you may assume in regard to serving as a resource person to educators and parents

Roles:

Presenter/lecturer/instructor ( )
workshop leader ( )
workshop facilitator ( )
consultant ( )
observer ( )
evaluator ( )
monitor ( )
Other _____

Please identify any restrictions/qualifications in regard to the availability of your services, such as fees, per diem, preferred travel, distance and/or length restrictions, times of week, month or year, etc.

Prior authorization from agency_____
Expenses only_____ Professional Fee_____
In-town only_____ In-state only_____
no overnight_____ evenings only_____ weekdays only_____
weekends only_____ Summer/holidays only_____
Other: _____

_____